

## Instructional Technology Plan - Annually - 2016

LEA Information

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**A. LEA Information**

## 1. 2014-2015 Student Enrollment

	Total Enrollment	Pre-K Enrollment	K-2 Enrollment	3-5 Enrollment	6-8 Enrollment	9-12 Enrollment	Ungraded Enrollment
Student Enrollment	5,835	38	1,161	1,290	1,338	1,951	57

2. **What is the name of the district administrator entering the technology plan survey data?**

Dwayne Hoffmann

3. **What is the title of the district administrator entering the technology plan survey data?**

Director of Technology

**Instructional Technology Plan - Annually - 2016****Instructional Technology Vision and Goals**

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**B. Instructional Technology Vision and Goals****1. Please provide the district mission statement.**

The Lakeland Central School District accepts the challenge of preparing students for a rapidly changing world, and provides the opportunity for all students to learn and succeed. We encourage, promote and develop lifelong learning and educational excellence in a safe, secure, student-centered environment. Our practices and policies are shaped by mutual respect, open and honest communication, ethical behavior, and personal responsibility.

**2. Please provide the executive summary of the instructional technology plan, including vision and goals.**

Our vision and goals for instructional technology align with our district mission statement. We aim to provide opportunities for our students to learn and succeed in a secure and safe student-centered environment to prepare them for success in a rapidly changing world. Technology is an important tool in meeting this goal when the technology is integrated with district-wide curriculum objectives and the New York State and Common Core Learning Standards.

Today's students have been raised with technology as a fundamental part of their lives. As a group, they are facile and comfortable using technology tools for tasks on a wide continuum of complexity. They are not, however, necessarily savvy in making the best decisions regarding the correct tools to use and HOW to use them. As educators, we are compelled to make digital literacy and ethics an important part of our technology vision and goals.

Technology has the capacity to create a more student-centered, self-directed learning environment for our learners. Since information is only a click away, rote learning and memorization is a thing of the past. Instead, we seek to empower students to find information to build knowledge and better understand our world. The teacher's role in this new learning environment changes from that of a tutor and sage to one of a facilitator and guide. The availability of inexpensive small, mobile devices makes it possible to put technology in the hands of more of our students than ever before. With effective utilization, the classroom becomes a center of creativity, collaboration and communication. Higher order thinking naturally ensues when students are navigating their own knowledge, with the expert guidance and support of teachers trained to help them problem-solve and learn independently. No one learns to drive by listening to a lecture or reading a manual; experience on the road, in real life situations, prepares a person for a successful road test. The same holds true in the classroom. Students learn when they are active learners. Today's technology provides the opportunity for active learning in classrooms where students collaborate on tasks together, call upon expert advice from people outside of the classroom, and communicate their own knowledge to outsiders as well, through avenues such as websites, blogs, discussion boards, video channels, social networks and more. When provided with authentic audiences, students are motivated and empowered to produce high quality work that becomes part of a vast, global information network.

The following goals will help us attain our vision for the student-centered classroom:

- Increase the number of devices available to students to lower the ratio of device to student
- Provide a variety of software tools and online resources that are vetted by experts and are aligned with district and state learning outcomes and standards
- Provide systemic and continuous professional development for teachers to hone technology skills
- Provide professional development and curriculum planning time for teacher to redesign and redefine lessons
- Integrate digital citizenship and digital literacy into all technology professional development activities

**3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.**

One large technology committee, with three sub-committees was formed that consists of teachers, administrators, support staff, Library Media Specialists, assistive technology specialists, and curriculum directors. The three subcommittees are elementary, middle and high school. These teams have met during the school year to formulate and discuss Lakeland's technology goals and vision, and to plan for intended upgrades to our infrastructure, technology assets and professional development. Each person on these committees is charged with the task of gathering and compiling information from their own stakeholder group so that we meet the needs of all educators and arrive at a shared vision for the district. The first step in our planning process was to plan for and conduct a district-wide technology survey to gather information from ALL stakeholders: teachers and other instructional staff members, students, and the community. This survey, accomplished through the use of the BrightBytes Clarity survey, was done in November 2014. Once this survey was complete and we were satisfied that the data sample was large enough to provide an accurate measure of each stakeholder group's vision, members of the technology and curriculum and instruction departments shared the results with our Board of Education and our teachers at faculty meetings. We then asked for volunteers to serve on the committees that would examine and use this data to inform our future technology planning and purchases.

Moving forward, we intend to include parents and students on our technology committees. The initial charge of the committees was to envision the "classroom of the future/classroom of your dreams" in order to put together an initial "wish list" of technologies that would help teachers attain the district and individual instructional goals enhanced by technology. Members of the technology department helped guide this work with information such as pricing and lists of possible tools and solutions.

**Instructional Technology Plan - Annually - 2016**Instructional Technology Vision and Goals

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**4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

- Access Points
- Cabling
- Connectivity
- Device Gap
- Network
- Professional Development
- Staffing
- Other
- No Gap Present

**4a. Please specify if "Other" was selected in question four.**

Mobility

**5. Based upon your answer to question four, what are the top three reasons causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

In order to provide a smaller ratio of student to device, we will add more devices in each building. Rather than adding labs or desktop computers, we are looking at mobile devices: a combination of laptops, tablets and Chromebooks. We will need to provide professional development to our staff, including administrators, teachers, and support staff. New and innovative forms of PD will be investigated, including online learning, blended learning, face-to-face sessions, webinars and the online tutorials. Our early adopters involved in the pilots will be turnkey trainers as well as our computer staff and other technologically savvy teachers and administrators.

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

**C. Technology and Infrastructure Inventory**

1. Please identify the capacity of the telecommunications line coming into the district network hub. The district's Regional Information Center can provide the district with this information if needed.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

2. What is the total contracted Internet bandwidth access for the district? Choose one.

- Greater than 10 Gbps
- 10 Gbps
- 1 Gbps - < 10 Gbps
- 100 Mbps - < 1 Gbps
- 50 Mbps - < 100 Mbps
- 10 Mbps - < 50 Mbps
- Less than 10 Mbps

3. What is the name of the agency or vendor from which the district purchases its primary Internet access bandwidth service?

Southern Westerchester BOCES - LHRIC

4. Please identify the capacity of the telecommunications line coming into the district's school building(s) from the district hub or district data center. The district's Regional Information Center can provide this information if needed

	Speed in Gbps or Mbps
Minimum Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input checked="" type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>
Maximum Capacity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input checked="" type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> <li><input type="checkbox"/> 100 Mbps- &lt; 1 Gbps</li> <li><input type="checkbox"/> 50 Mbps - &lt; 100 Mbps</li> <li><input type="checkbox"/> 10 Mbps - &lt; 50 Mbps</li> <li><input type="checkbox"/> Less than 10 Mbps</li> </ul>

5. Please identify the minimum and maximum circuit speeds at which the classrooms in the district are connected to the school building wiring/network closet.

	Please provide the speed at which classrooms are connected to building wiring/network closet.
Minimum Circuit Speed Within a School Building	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater than 10 Gbps</li> <li><input type="checkbox"/> 10 Gbps</li> <li><input type="checkbox"/> 1 Gbps - &lt; 10Gbps</li> </ul>

Instructional Technology Plan - Annually - 2016

Instructional Technology & Infrastructure Inventory

	Please provide the speed at which classrooms are connected to building wiring/network closet.
	<input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps
Maximum Circuit Speed Within a School Building	<input type="checkbox"/> Greater than 10 Gbps <input type="checkbox"/> 10 Gbps <input type="checkbox"/> 1 Gbps - < 10Gbps <input checked="" type="checkbox"/> 100 Mbps- < 1 Gbps <input type="checkbox"/> 50 Mbps - < 100 Mbps <input type="checkbox"/> 10 Mbps - < 50 Mbps <input type="checkbox"/> Less than 10 Mbps

6. What are the minimum and the maximum port speeds of the switches that are less than five years old in use in the district?

	Port speed of switches	Mbps or Gbps
Minimum Capacity of Switches	100	<input checked="" type="checkbox"/> Mbps <input type="checkbox"/> Gbps
Maximum Capacity of Switches	10	<input type="checkbox"/> Mbps <input checked="" type="checkbox"/> Gbps

7. What percentage of the district's wireless protocols are less than 802.11g?

0

8. Do you have wireless access points in use in the district?

- Yes
- No

8a. What percentage of your district's instructional space has wireless coverage?

99

9. Does the district use a wireless controller?

Yes

10. How many computing devices less than five years old are in use in the district?

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	2,680	2,680
Laptops/Virtual Machine (VM)	1,059	1,059
Chromebooks	3,649	3,649
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	364	364
<b>Totals:</b>	<b>7,752</b>	<b>7,752</b>

**Instructional Technology Plan - Annually - 2016**

Instructional Technology & Infrastructure Inventory

11. **What percentage of students with disabilities in the school district, as of the submission date of this technology plan, have assistive technology documented on their Individual Education Plan (IEP)?**

6

12. **Please describe any additional assistance or resources that, if provided, would enhance the district's ability to improve access to technologies for students with disabilities.**

While we do have adequate resources available for assistive technology devices, we lack the time and the funding for training staff in the use and deployment of such devices. Our Occupational Therapists and Speech providers need more exposure to learn about new assistive technologies available and how to best leverage them for success with our students with disabilities. BOCES does not offer enough support in this area, which is of concern. Our instructional technology staff and our Special Education staff need time to visit with other districts, with vendors and outside providers who can share challenges and successes in this area.

13. **How many peripheral devices are in use in the district?**

	Number of devices in use
Document Cameras	13
Flat Panel Displays	20
Interactive Projectors	0
Interactive Whiteboards	461
Multi-function Printers	8
Projectors	8
Scanners	69
Other Peripherals	20
<b>Totals:</b>	<b>599</b>

14. **If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.**

The district also has 20 sets of Smart Response systems.

15. **Does your district have an asset inventory tagging system for district-owned equipment?**

Yes

16. **Does the district allow students to Bring Your Own Device (BYOD)?**

Yes

- 16a. **On an average school day, approximately how many student devices access the district's network?**

40

17. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

**Instructional Technology Plan - Annually - 2016**Instructional Technology & Infrastructure Inventory

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**18. What barriers may prevent the district from testing 100% of its grade 3-8 students and NYSAA students on computers by the year 2020?**

- Insufficient number of devices meeting testing requirements
- Lack of reliable Internet service
- Insufficient broadband access
- Inadequate staffing levels
- Insufficient testing spaces
- District does not foresee any barriers
- Other

## Instructional Technology Plan - Annually - 2016

## Software and IT Support

**D. Software and IT Support**

1. What are the operating system(s) in use in the district?

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	Yes
Windows 7.0	Yes
Windows 8.0 or greater	Yes
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	No
Other	Yes

2. Please provide the name of the operating system if the response to question one included "Other."

Linux

3. What are the web browsers, **both** available **and** supported, for use in the district?

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

4. Please provide the name of the web browser if the response to question three included "Other."

(No Response)

5. Please provide the name of the Learning Management System (LMS) most commonly used in the district. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of online and blended learning courses.

Lakeland is currently investigating different learning management systems. Lakeland is looking to adopt a learning management platform in the 2016-2017 school year.

6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.

The five most commonly used software programs that support classroom instruction are: Learning A-Z, Castle Learning, DreamBox, My Math, STAR and Discovery Education.

7. Please provide the names of the five most frequently used research databases if applicable.

The five most frequently used research databases are Gale Opposing Viewpoints in Context, ProQuest Research Library, World Book Kids, CQ Researcher Online and EBSCO Middle Search Plus.



Instructional Technology Plan - Annually - 2016

Software and IT Support

**8. Does the district have a Parent Portal?**

Yes

**8a. Check all that apply to the Parent Portal if the response to question eight is "Yes."**

- Attendance
- Homework
- Student Schedules
- Grade Reporting
- Transcripts
- Other

**8b. If 'Other' was selected in question eight (a), please specify the other feature(s).**

Additional features of Lakeland's Parent Portal are Discipline, Transportation and Course Requests.

**9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?**

- Learning Management System
- Emergency Broadcast System
- Website
- Facebook
- Twitter
- Other

**9a. Please specify if the response to question nine was "Other".**

Lakeland also uses Constant Contact as another vehicle for community communication.

**10. Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is providing technical support. Does not include instructional technology integration FTE time.**

Title	Number of Current FTEs
Director of Technology	1.00
Mgr of Instr Tech	1.00
Staff Assistant Tech	1.00
Webmaster	1.00
Asst Dir of Technology	2.00
Accoc Network Spec - BOCES	1.00
Network Specialist-BOCES	1.00
Computer Aide/Facilitator	8.00
	<b>16.00</b>

## Instructional Technology Plan - Annually - 2016

## Curriculum and Instruction

**E. Curriculum and Instruction****1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?**

Technology, when utilized effectively, has the capacity to enhance teaching and learning and prepare our students for the challenges of our rapidly changing world.

Lakeland has long been an advocate for, and a leader in the use of technology to improve teaching and learning, as evidenced by the numerous awards and recognitions over the past decade. It is not easy, however, to stay out front and to keep current with the ever-changing technologies available and the ever-changing nature of education today. Therefore, we tie our technology goals and initiatives to our overall district goals so that we can leverage technology to support our day-to-day challenges and needs.

Meaningful communication and collaboration, a critical 21st century skill, is a goal for the coming year and technology certainly will help to support that goal in many ways. We have a districtwide GAFE domain (Google Apps for Education) and every student, teacher and administrator has an account. Through the use of Google Docs and Google Drive, all stakeholders can communicate and collaborate whether at home or school in real time. They will have the opportunity work effectively with diverse teams and be flexible and willing to make compromises to accomplish a common goal. They will learn to share responsibility for their collaborative work through the use of the Google domain, since each collaborator's input is recorded and tracked, making each person accountable to the common goal.

**2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?**

Yes

**2a. If "Yes", please provide detail.**

The district is a strong advocate for the needs of students with disabilities and aims to make available for all learners equitable access to instruction, materials and assessments compliant with a universal design for learning (UDL). We provide the same resources to ALL students in the district, regardless of disabilities. When necessary, special devices are provided to students, or modifications to devices are made to insure this equity.

**3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?**

Yes

**3a. If "Yes", please provide detail.**

Our goal is for every student to participate in the general curriculum offered in the district. To that end we have designated two employees, an Occupational Therapist and a speech teacher, as the Assistive Technology experts. These two individuals do assistive technology assessments on a regular basis. They try to stay abreast of the new and emerging technologies that address the needs of students with disabilities and have become the district resident experts in this field. They work closely with teachers and students to ensure that we find the best solution for all learners. We have an Assistive Technology Assessment Protocol in place that is followed and includes referral, needs assessment, identification of desired outcomes, device trials, staff training to assist students, implementation plans and follow up assessment and evaluation. Devices are configured to meet students' individual needs in order to provide multiple means of representation (e.g., visual, auditory supports), action and expression (e.g., alternate means for response and navigation), and engagement. Devices are procured and provided when existing devices cannot be modified.

We provide this service to nonpublic schools in our district as well and work closely with our local BOCES to ensure that we plan for and implement procedures that insure assistive technology to all within our purview.

**4. Does the district's instructional technology plan address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments?**

Yes

No

**4a. Please provide details. If the district plans to apply for Smart School Bond Act funds for Classroom Learning Technology, the answer to this question must be aligned with the district's Smart Schools Investment Plan (SSIP).**

Our ESL teachers have been using devices for several years and have identified apps that help our English language learners. As we add more devices and move closer to a 1 to 1 environment, these efforts will be bolstered and staff training will develop strong reliance on the tools and strategies that have proven to help these learners. For instance, sound and visuals help ELL's access text and understand it better. Technology provides quick and easy access to tools that support audio and visual learning. Even hypertext is a strong way for students to understand text; clicking on a word on a device appropriately configured can provide a definition, and can have the word recited for the student. Videos and interactive websites help ELL's understand concepts and processes that are complex when expressed verbally, but come to life when shown in pictures and animation.

## Instructional Technology Plan - Annually - 2016

## Professional Development

**F. Professional Development**

1. **Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

The deployment of new hardware and software must coincide with a comprehensive professional development plan that meets the needs of all district employees: administrators, teachers, and support staff. The goal common to these groups is identical: the effective utilization of the relevant tools that empower individuals to be productive, efficient, and creative in their work. The individual groups have different needs in terms of the tools they use and how they use them to advance and transform our system.

To foster an environment conducive to successful technology integration, our administrators set the example and provide vision for success in Lakeland. Proactive leaders who demonstrate the willingness to embrace and encourage innovation provide the momentum needed to move teachers forward with technology enriched learning environments. With this in mind, Lakeland provides ongoing professional development for administrators as follows:

- Student management system Website content management system
- MyLearningPlan, the web-based professional development and Observation tracking tool Data-driven decision making
- Office applications

We devote time at our Administrative Retreat to technology and data analysis. Additional training sessions are planned and scheduled as needed.

The support staff provides the backbone of our administrative infrastructure. They keep our schools running smoothly and efficiently, provide accurate and timely communications to the outside world, and maintain accurate data in order for the district to run productively. We provide ongoing professional development for support staff that focuses on the following:

- Management systems relevant to job (eSchool, Finance Manager, IEP Direct, etc.)
- Productive use of office applications relevant to job
- The training is offered as daytime classes, one-on-one support, and customized classes, based on need.

Our teachers are the key to transforming technology devices into useful teaching tools. Teachers must be comfortable with technology in order to apply it appropriately so that students gain from its inclusion in the mix of tools used in the classroom. The training provided to teachers helps them develop a vision that is built on the understanding that technology is a tool that can offer solutions to longstanding teaching and learning problems. They are encouraged to “think with technology” in order to approach old problems in new ways. Our staff development program focuses on how to use technology tools, and how to implement learning environments that effectively leverage these tools in today's changing world.

Technology staff development is offered through inservice classes (face-to-face, blended, and online), through workshops on Superintendent's Conference Days and small group and individual meetings. We participate in the Model Schools program through the Lower Hudson Regional Information Center and send teachers to local conferences and workshops as needed. We plan to expand our professional development to webinars and online tutorials for more flexible and independent learning opportunities.

The professional development for the teaching staff focuses on the following:

- Mastery of new web-based programs such as eSchool, MyLearningPlan, School World, etc.
- Curriculum integration
- Best use and application of tools available in the district
- Use of technology to address other district goals (ie, higher order thinking skills, self-directed learning, effective communication and collaboration)

2. **Please list title and Full Time Equivalent (FTE) count (as of survey submission date) of all staff whose primary responsibility is delivering technology integration training and support for teachers. Does not include technical support.**

Title	Number of Current FTEs
Mgr of Instructional Tech	1.00
Dir of Information Tech	0.10
District Webmaster	0.50
Teacher Coaches	0.30
Building Facilitators	1.60
Teachers	0.10
	<b>3.60</b>

## Instructional Technology Plan - Annually - 2016

## Technology Investment Plan

**G. Technology Investment Plan**

1. Please list the top five planned instructional technology investments in priority order over the next three years. Infrastructure is considered an instructional technology investment.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
1.	Other	3,000,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
2.	Chromebooks	1,850,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
3.	Professional Development	75,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
4.	Other	3,500,000	One Time	<input type="checkbox"/> BOCES Co-Ser Purchase <input type="checkbox"/> District Operating Budget <input checked="" type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other
5.	Staffing	800,000	Annual	<input type="checkbox"/> BOCES Co-Ser Purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Material Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act

Instructional Technology Plan - Annually - 2016

Technology Investment Plan

	Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual or Both?	Funding Sources May choose more than one source
				<input type="checkbox"/> Other
<b>Totals:</b>		<b>9,225,000</b>		

**2. If "Other" was selected in question one, for items purchased or for a funding source, please specify.**

Priority 1: Infrastructure - In 2013, the Lakeland community passed a School Security and Safety Bond. Technology items included in the \$14,000,000 bond are: the upgrade of all wiring closet electronics, upgrade of current surveillance systems, proximity access controls, upgraded phone system to VoIP, and upgrade paging system. The new switches and routers will allow POE, gigabyte speeds to every port and 10 gigabyte speed between buildings. Project work starting in the summer of 2016.

Priority 4: School Security/Safety = In 2013, the Lakeland community passed a School Security and Safety Bond. The safety of Lakeland's students and staff is one of it's highest priorities. Part of this \$14,000,000 project includes upgrade surveillance systems, proximity access controls, upgrade to our current phone system to VoIP and a upgrade to our paging system. Project work starting in the summer of 2016.

**Instructional Technology Plan - Annually - 2016**Status of Technology Initiatives and Community Involvement

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**H. Status of Technology Initiatives and Community Connectivity****1. Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

- Changes in District Enrollment
- Changes in Staffing
- Changes in Funding
- Technology Plan Implementation
- Computer-based Testing
- Catastrophic Event
- Developments in Technology
- Changes in Legislation
- Other
- None

**2. In this section, please describe how the district plans to increase student and teacher access to technology, at home and in the community.**

By increasing the number of mobile devices, we will be able to increase student and teacher access to technology at school. Every teacher will be provided with a device within the next two school years. They will be able to take this device home as they please. In addition, each child will have one-to-one access to some kind of devices during the school day within the next three school years. Through our Clarity Bright Bytes survey, we determined that about 98% of our students have access to some kind of device at home and have Internet access at home. In many cases, the device is shared amongst several family members so we do plan to put a "loaner" program in place for those students who lack adequate access at home. In the coming years, we plan to hold informational sessions for parents and community members on topics such as digital citizenship, use of social media, etc.

**3. Please check all locations where Internet service is available to students within the school district's geographical boundaries.**

- Home
- Community
- None

**3a. Please identify categories of available Internet locations within the community.**

Our local libraries provide internet access to all community members. In addition, there are number of local businesses that provide free wireless access, if the patron brings a device: Starbucks, Barnes and Noble, Panera are but a few. Our local cable company provides wireless access for its subscribers as well.

**Instructional Technology Plan - Annually - 2016**Instructional Technology Plan Implementation

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**I. Instructional Technology Plan Implementation**

1. **Please provide the timeline and major milestones for the implementation of the technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

2015 – 16

- Devices for teachers and administrators, provided that Smart Schools funds are approved
- Additional support at Elementary Schools (one facilitator per building)
- Professional Development (teachers and administrators and computer facilitators): GAFE (Google Apps for Education)
- Physical Education: deployment of devices, software, pedometers, etc.
- Pilot Chromebooks in 3 (or 4) classrooms, one at each level (elementary, middle and high school)
- Begin application process for teachers to implement GAFE
- Ongoing assessment and evaluation of technologies to support needs of Special Education department
- Evaluation of Learning Management System for adoption by district
- Ongoing evaluation of technology plan through technology survey (two times during 2015-16), meetings, observations and walkthroughs
- Reevaluate technology plan for 2016-17

2016 – 17

- Ongoing Professional Development for teachers, administrators, computer facilitators
- Google Camp for teachers who want to pilot in September
- Implementation of Chromebooks/ GAFE in each building – up to 25 carts at elementary, 24 at middle, 15 at each high school for a total of up to 79 shared carts district-wide
- iPad carts for every Grade 1 classroom. 2 shared iPad carts in kindergarten per building (10 total)
- Deployment of upgrades to Art, Music, Phys. Ed./Health, LOTE, Occ. Ed.
- Possible roll out of Learning Management System, if adopted
- Ongoing assessment and evaluation of technologies to support needs of Special Education department
- Security surveillance upgrades
- Infrastructure upgrades: all closet electronics, switches/routers Upgrade to 10 Gig backbone
- VOIP phones Proximity door security
- Ongoing evaluation of technology plan through technology survey (two times during 2015-16), meetings, observations and walkthroughs
- Reevaluate technology plan for 2017-18

2017 – 18

- Ongoing Professional Development for teachers, administrators, computer facilitators
- Evaluation of implementation and modifications where needed
- Ongoing assessment and evaluation of technologies to support needs of Special Education department
- Continuation of Chromebook/GAFE pilot expanded to more classrooms
- Evaluation of existing technologies in terms of changes that have ensued from deployment of Chromebooks
- Creation of next three year technology plan based on new technologies available, and funding.

## Instructional Technology Plan - Annually - 2016

## Monitoring and Evaluation

**J. Monitoring and Evaluation**

1. Please describe the proposed strategies that the district will use to evaluate, at least twice a year, whether the district's instructional technology plan is 1) meeting the vision and goals as outlined in the plan and 2) making a positive impact on teaching and learning in the district.

During the 2014-15 school year, the district adopted a technology assessment and survey tool, Clarity, to help guide our technology plan and assess the impact of our technology resources. We administered this survey to all teachers, to students in grades 3 – 12 and made the survey available to all parents in the district. The results were used to shape our professional development plan and to pinpoint areas of weakness. The data was enlightening and provided information that we did not have through previous in-house surveys. We intend to use this survey again in the coming school year (2015-16) and to administer it twice: in the fall and again in the spring. The survey provides information about our infrastructure and equipment, access to technology, skills (both for teachers and students), quality of our tech support, assistive technology practices, our technology policies, practices and procedures, professional development, and our teachers' and students' beliefs about technology's impact and role in education. The survey provides an overall score and score in four different areas: classroom, access, skills and environment. Each school and each cohort (high school, middle school and elementary education) receives a score as well, helping us to identify strengths and weaknesses in different levels of instruction.

In addition to the Clarity survey, we will depend on our technology committees to provide valuable information regarding our plan's effectiveness and adoption throughout the district. We meet regularly with all committees and provide an open forum in which they can share feedback from their stakeholders.

Teacher evaluations and walkthroughs, done by our building and district administrators, provide snapshots of what is going on in classrooms each day: the technologies utilized and the outcomes that those technology-enhanced lessons deliver. We see teachers and students interacting with technology in a variety of ways and in all areas of the curriculum and those observations are documented, and shared with the teachers to provide feedback on what works and what needs improvement.

During the 2015-16 school year as we pilot Chromebooks in three classrooms, we will be working closely with the teachers and students involved to assess how the Chromebooks are being used and if they are meeting the desired outcomes: to foster communication and collaboration, prepare students with skills essential for success in an ever-changing digital world, teach digital literacy and ethics, and create an environment of self-directed learning.

During the 2015-16 school year we will also be introducing the SAMR model for assessing technology's impact on teaching and learning.

Administrators will be introduced to this model early in the year and they, in turn, will introduce the model to teachers at faculty meetings, grade level meetings and during workshops on our Superintendent Conference Days. This model will provide a way for teachers to reflect on their own technology integration and find ways to move up the SAMR model with the goal of lesson redefinition.

2. Please fill in all information for the policies listed below.

	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	<a href="http://www.lakelandschools.org/policies.cfm?pid=205&amp;searchwords=">http://www.lakelandschools.org/policies.cfm?pid=205&amp;searchwords=</a>	1997
Internet Safety/Cyberbullying*	<a href="http://www.lakelandschools.org/policies.cfm?pid=205&amp;searchwords=">http://www.lakelandschools.org/policies.cfm?pid=205&amp;searchwords=</a>	1997
Parents' Bill of Rights for Data Privacy and Security	<a href="http://www.lakelandschools.org/files/filesystem/PARENTS_BILL_OF_RIGHTSDATA_PRIVACY_SECURITY_14.pdf">http://www.lakelandschools.org/files/filesystem/PARENTS_BILL_OF_RIGHTSDATA_PRIVACY_SECURITY_14.pdf</a>	2014



**Instructional Technology Plan - Annually - 2016**Survey Feedback

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**K. Survey Feedback**

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

**1. Was the survey clear and easy to use**

Yes

**2. Was the guidance document helpful?**

Yes

**3. What question(s) would you like to add to the survey? Why?**

(No Response)

**4. What question(s) would you omit from the survey? Why?**

(No Response)

**5. Other comments.**

(No Response)

Instructional Technology Plan - Annually - 2016

Appendices

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**Appendices**

1. **Upload additional documentation to support your submission**

(No Response)